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17. ABSTRACT (MAX. 250 WORDS)

Although there was a decrease in migrant labor, the number of migrant children attending six-week summer school programs in 1962 increased over the previous year. The summer school centers were sponsored by the public schools and were reimbursed by the state.

The 1961 migrant schools were guided by a basic philosophy which stressed the need for an intense individualized education, and were designed to bring these children nearer to the age-grade level they could be expected to achieve in the normal school program.

Primary and intermediate instructional age groups were in each school; the groups averaged from 10 to 15 pupils. Teacher-assistants were provided to alleviate problems based on the wide range of ability. Emphasis was placed on: basic skills; health; programs in art, music, physical education, and good citizenship; trips; and community relations. Several centers initiated a child care center.

Recommendations concerned yearly recruitment of students, development of suitable materials and activities, continuous contact with related community agencies, and staff orientation. A daily class schedule and a budget were included in the report.

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Migrant Education - Summer School

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The University of the State of New York
The State Education Department
Division of Elementary Education
Bureau of Elementary School Supervision

Report of the 1961 Summer School Program

For

Children of Migrant Parents

U. S. DEPARTMENT OF HEALTH, EDUCATION AND WELFARE
Office of Education

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ADAMS STATE COLLEGE

January 1962

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Report of the Summer School Program
for
Children of Migrant Parents
1961

It is encouraging to report that in spite of the decrease in migrant labor the number of children attending the above schools in 1961 increasedover that in 1960. The sixth successive summer school program found nine schools in session, one more than in the previous year.

Centers	County	No. Classes	Enrolment	ADA
Clinton	Oneida	3	62	35
Hannibal	Oswego and Cayuga	1	20	14
North Rose	Wayne	2	47	34
Sherburne	Chenango and Madison	2	37	27
Sherrill	Oneida	2	45	28
Waterville	Oneida	2	39	26
Warwick	Orange	2	25	17
Westmoreland	Oneida	3	51	32
West Winfield	Herkimer	1	24	13
		1961 Total	350	226
		1960 Total	277	162.7

Each of the above centers was sponsored by the public school normally serving the area. The school district was reimbursed by the State for prior approved expenses incurred on the basis of a maximum of $3,000 for the first class of 10 or more pupils and $2,000 for the second class of 10 or more pupils as authorized in the legislation establishing these schools. The sum of $38,483.88 was spent for the centers out of $40,000 allotted in the budget for the project.

All centers with the exception of West Winfield were housed in school buildings of the sponsoring school districts. As in previous years, the pupils generally had the use of adequate classrooms, cafeteria, library, clinic, gymnasium, sanitary facilities and playgrounds. The West Winfield center, new in 1960, was housed in the educational room of a local church. The room was furnished with regulation school furniture by the sponsoring school.

The 1961 migrant schools were guided by a generally basic philosophy which stressed the need for an intense individualized education designed to bring these children nearer to the age-grade level they could be expected to achieve in the normal school program. Irregular and disturbed school attendance are factors which have left a definite need for such education.

In general practice, each school had two instructional age groups: primary from five to nine and intermediate from ten through thirteen. Two schools added a third or kindergarten group composed of five year olds who had never attended school. One center operated with a single group. Groups generally averaged 10 to 15 pupils. Group placement was made on the basis of occasional documented grade placement, tests, observed need, age, etc. In spite of all efforts, a wide range of ability in the basic subjects was evident in each group. This was alleviated to some extent by the use of assistants to the regular teacher.

Continued emphasis was placed on basic skills in language arts (reading, oral and written English and spelling) and arithmetic. In addition, programs in art, music, physical education, and health understandings and habits taught by the school nurse were carried out. Considerable effort was made to promote good citizenship and the ability to get along with others. Trips, assemblies, swimming instruction and other activities strengthened the several programs.

Close relationship with the parents, growers and the public helped to promote the program. An evening open house for parents was a decidedly effective public relations tool for most centers.

Continued emphasis was placed on the health program by teaching proper diet, cleanliness habits, care of teeth, medical examination and follow-up. As usual, the rest periods, snacks and lunches were valuable factors in the health program. The attending nurse rendered invaluable aid through follow-up work, arranging innoculations and in obtaining the cooperation of local health, social and welfare agencies.

The majority of the centers operated a six weeks term, the dates of which varied to coincide as nearly as possible with the arrival and departure of the migrant families. The following daily schedule is representative:

Morning Session	Activity
8:00	Bus starts morning run
9:00 - 9:30	Opening exercises, snack, story time
9:30 - 10:30	Language arts - group and individual
10:30 - 11:00	Organized play - outdoors or in gym
11:00 - 11:45	Arithmetic
11:45 - 12:15	Lunch
Afternoon Session	
12:15 - 1:00	Supervised play
1:00 - 1:45	Social Studies and science (alternately)
1:45 - 2:00	Recess
2:00 - 2:30	Art and music (alternately)
2:40	Bus departure

The plan of locating a child care unit at the school center was extended to six such centers in 1961. Adjustments were made which resulted in mutual benefits to both the migrant school and the child care center. For example, some financial benefits were possible. The same bus provided transportation. The same cook served both groups. In some situations the child care center provided a trained recreation worker to conduct a supervised play period at the conclusion of the school day. Since the child care center starts functioning early in the day, the transportation schedule and starting of school had to be adjusted. On the other hand, a child care center obviates the need for school age children to remain in the camp as baby sitters; they are thus free to attend school. The child care center rooms were removed as far as possible from the schoolroom area to avoid distraction.

The budgets for the several centers varied with their size, program and problems. The following budget for a <u>two</u> class center is fairly typical and should prove helpful to any school in planning such a project:

<u>Budget</u>
Summer School for Migrant Children

Local supervision (half-time)	$ 450.00
2 classroom teachers @ $630	1260.00
2 assistant classroom teachers @ $300	600.00
Music teacher (part-time)	120.00
Art teacher (part-time)	120.00
Nurse	300.00
Physician	100.00
Cafeteria worker	200.00
Attendance worker	100.00
Custodian	150.00
Total personnel services	3400.00
Transportation (including driver)	700.00
Food supplies	500.00
Classroom needs (books, paper, art, music, films, trips, etc.)	200.00
School service and utilities	200.00
	1600.00
Total	$5000.00

<u>Our Concerns</u>

1. Development of a philosophy for elementary summer schools for migrants and orientation of the staff in regard to it.
2. Recruitment of students in sufficient time to assure a near quota on opening day.
3. Development of materials, experiences and activities suitable for carrying out the program.
4. Continuous contact with growers, crew leaders, parents, and interested agencies to maintain interest in the schools.
5. Ascertain as early as possible the individual needs of the pupils and start to remedy them.
6. More effective integration of schools and child care centers.
7. Improved communications between migrant schools for mutual help and improvement.

<u>Conclusion</u>

It would appear that several new school centers will be added in the summer of 1962. This may result in 12 or more. With this in mind, a budget of $45,000 should be provided.

Werner H. Ruef
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